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ABSTRACT

The three parts of the report on career education activities reflect the three purposes of the report. Part 1, Reviewing the Past, traces the historical development of career education within the Office of Education (OE) from 1968 through 1973. Part 2, Describing the Present, describes the set of criteria developed to separate OE activities into the two categories of comprehensive career education projects and career education support system projects, and provides, in question and answer format, information on the extent and nature of OE support in 1973. Part 3, Career Education: Programs and Futures, presents information on, and the present and projected FY 1974 contributions of, seven specific programs: Research and Training in Vocational Education; Exemplary Programs and Projects; Curriculum Development Program; Vocational Education Personnel Development; Developing Institutions Program; Cooperative Education Program; and the Aid to States Program. Program summaries concentrate on how the programs have supported career education. A locator list giving basic information about other programs less directly related to career education and a chart representing the new organizational structure of OE are included. (Author/NH)

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CAREER EDUCATION

PROGRAMS & PROGRESS

. . . . A Report on
U.S. Office of Education
Activities in Career Education in
Fiscal Year 1973.

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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APRIL 1974

PREPARED BY
THE OFFICE OF CAREER EDUCATION
THE U.S. OFFICE OF EDUCATION

OE002869

PREFACE

This report on career education activities supported by the Office of Education, U.S. DHEW, has been prepared with three purposes in mind: (1) To present a brief history of the development of career education within the Office of Education; (2) to present a quantitative summary of career education activities funded by the Office of Education in Fiscal Year 1973; and (3) to provide a resource guide to key Office of Education programs involved in the development of career education.

Future documents of the Office of Career Education will deal with other important aspects of the development of career education, such as various concepts of career education and their implications; the state of the scene in career education; and developments in key operational areas such as staff development, curriculum, and evaluation. These publications will reflect the wide diversity of activity and the great amount of initiative taken in the career education movement through State and local funds; the present document is confined to an analysis of the Office of Education role. Persons desiring more information about Office of Education career education activities are encouraged to write specific program personnel or the Office of Career Education.

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Part One

REVEIWING THE PAST

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As with most broad-based social movements, one cannot point to a time when career education "began." The Office of Education (OE) role, however, does have a convenient starting point. For in January 1971, speaking before the convention of the National Association of Secondary School Principals in Houston, Commissioner of Education Sidney P. Marland first charged the educational community with the task of bridging the gap between the worlds of education and work. "Career Education Now" was the title of both the speech and the goal, and while the address was being delivered, OE was focusing its energies on turning that goal into plans and plans into programs.

While the term "career education" provided a banner and a focus, OE activity in meeting Dr. Marland's charge had actually started over a year before with the funding of fifty kindergarten through grade 14 exemplary projects under the authority of the Vocational Education Amendments of 1968 (VEA)-Part D. An emphasis on career education awareness and on exploration, skill training, and career counseling and guidance - so much a part of current career education efforts - was incorporated into each of these projects.

Within 6 months of Marland's speech, the OE career education effort had multiplied several fold. Most importantly, OE initiated the support of four career education models. The School-Based Career Education Model, an attempt to design and implement a coordinated, comprehensive K-12 career education program, was begun in six local school systems. Feasibility studies were also undertaken for an Employer-Based Career Education Model, aimed at providing an alternative, employer controlled, educational program for 13-18 year-olds. The Home-Community Based Model, designed to improve the Career options of out-of-school adults, and the Rural-Residential Model (designed to improve the career chances of disadvantaged rural families through a program of residential living and training) were also started in Fiscal Year (FY) 1971.[1] FY 1971 further witnessed the conceptual development of the fifteen occupational clusters, a categorization of the more than 20,000 jobs listed in the Dictionary of Occupational Titles. Funds for curriculum development in five of the clusters were also awarded under VEA, Part I. A critical step in translating work reality into educational relevancy had thus been taken.

The pace of OE career education efforts quickened in FY 1972. Support for the career education models increased to $15.0 million and four Employer Based sites became operational. The curriculum effort, in

[1]Most discretionary OE programs operate on a "forward-funding" basis. Thus, activities funded in FY 1970 took place during the 1970-71 school year, FY 1971 funded activities during the 1971-72 school year, etc.

addition to its support for cluster development awarded contracts to design general career education curriculum for grades K-6 and a series of preschool films entitled "The Kingdom of Could Be You," exploring the clusters.

Other OE programs also increased their attention to career education. An additional fifty career education "mini-models," similar to those funded under VEA, Part D, were started under the authority of VEA, Part C. In higher education, the Developing Institutions and Cooperative Education programs began to explore the meaning of career education for postsecondary institutions. The Bureau of Education for the Handicapped increasingly supported career education initiatives aimed at displaying to educators and non-educators alike the diversity of careers for which handicapped students can prepare and in which they can excel. Staff development in career education received emphasis under Part F of the Education Professions Development Act (EPDA), and ongoing activities under various vocational education authorities continued to improve vocational education as a key component of career education.

With the passage of the Education Amendments at the very end of FY 1972, additional activities affecting career education were set into motion. The Amendments created the National Institute of Education (NIE) to become the research and development thrust of the Federal educational effort. Also established was the post of Assistant Secretary for Education (ASE) with responsibility over the Education Division (OE plus NIE). The Amendments further recognized the need to increase support for the improvement of postsecondary education, this resulting in the creation at the ASE level of a Fund for the Improvement of Postsecondary Education. Within OE, the law established a Bureau of Occupational and Adult Education with its own Deputy Commissioner and specific responsibility for numerous vocational, technical, occupational, manpower, and adult education programs.

The implications for career education of all of these changes began to become clear as FY 1973 got underway. In August, the four career education models were transferred to NIE. Also transferred were all of the ERIC clearinghouses, including the two dealing with adult and vocational and technical education. NIE has since combined these latter two as part of a Career Education Clearinghouse and developed its own "Forward Plan for Career Education Research and Development."[2] The summer of 1973 also witnessed the first set of postsecondary awards by the Fund for the Improvement of Postsecondary Education. While not a specific focus, career education was indirectly addressed

[2]Information on NIE career education activities can be obtained from Corinne Reider, Assistant Director, Career Education Program, Room 600 Brown Building, 1200 19th Street, N.W., Washington, D.C. 20208.

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through the attention given to nontraditional learning, competency-based teaching and learning, and career and educational information systems.[3]

For its part, OE continued to support and advance career education in FY 1973. The new Bureau of Occupational and Adult Education began to take shape in January 1973 with confirmation of Dr. William Pierce as its Deputy Commissioner. Also of considerable significance was the creation in May 1973, of a Center for Career Education, within the Bureau, the first discrete career education organizational unit within OE.[4]

The Center for Career Education was given a dual charge of "administering assigned programs of grants and contracts" and "coordinating all career education programs within the Office of Education." To accomplish the first task, the Administration requested $14 million in FY 1974 funds under authority of the Cooperative Research Act to allow the Center to conduct career education installation and developmental assistance activities. These funds would have established the first OE program solely devoted to career education since other programs supporting career education can only do so to the extent consistent with their legislation. The Congress subsequently disapproved this request. The Center for Career Education was able, however, to make considerable progress in accomplishing its coordination task. Beginning in July 1973, it met with representatives of all OE units to determine the extent and nature of their support for career education in the Fiscal Year which had just ended (Fiscal Year 1973). The following analysis is a product of this coordination effort. The Center also prepared a revised plan of activities which will be conducted using salary and expense (S&E) funds.

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[3]Information on activities of the Fund can be obtained from Dr. Virginia Smith, Director, Fund for the Improvement of Postsecondary Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

[4]The reorganization of the Office of Education in November 1973, resulted in the incorporation of the Center for Career Education into the Office of Career Education. The Center is now called the Division of Career Education Programs. The chart in Part Three of this paper presents this in graphic form.

Part Two

DESCRIBING THE PRESENT

Since Dr. Sidney Marland publicly advanced the idea of career education(January 1971),OE has sought to avoid a prescriptive and premature definition which might stifle the creativity and diversity necessary for the development of this broad concept. Accordingly, OE units have neither been encouraged nor required to conform to a common plan or definition. The result has been a wide range of activities conducted under a variety of legislative authorities.

While such diversity is a source of strength conceptually and programmatically, it makes analysis difficult. Estimates of the total OE effort in career education thus vary immensely, depending on how one answers the question: what do you mean by career education? Any attempt to realistically analyze career education activities thus requires at least some agreement on what is meant by the term. Consequently, the Center for Career Education developed a set of criteria which separated OE activities into two categories:

1) Comprehensive Career Education Projects -- Those activities which, for all students in the educational levels served, seek to: (1) Develop and expand career awareness; (2) provide opportunities for exploration and/or skill attainment in careers of their choice; (3) provide career-oriented guidance and counseling; (4) provide career placement services; (5) improve cognitive and affective performance through restructuring the curriculum around a career development theme; and (6) provide training for educational personnel to enable them to meet the preceding objectives.

2) Career Education Support System Projects -- Those activities which contain one or more of the following as their only objective(s), to: (1) Provide training for educational personnel to improve their capability to design, operate and/or evaluate one or more aspects of a Comprehensive Career Education Project; (2) design, develop, test, demonstrate, or disseminate career education curriculum materials; or (3) design, develop, test, demonstrate, or disseminate career education management materials (e.g., case studies, evaluative designs, etc.).

Thus, Comprehensive Career Education Projects are operational models serving students in various grade levels while Career Education Support System Projects indirectly serve students through the development of materials and staff training.

Question: How much money did OE spend on career education in FY 1973?

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Answer: In FY 1973 OE spent $43,242,028 in support of career education. These funds represent activity in 947 projects in 16 discrete programs authorized under 6 separate pieces of legislation (see Table 1). Of all funds expended, 71.5 percent were authorized under vocational education authorities. As the Table shows, many programs fund both Comprehensive and Support projects.

TABLE I

U.S. OFFICE OF EDUCATION
CAREER EDUCATION ACTIVITY BY
TYPE AND LEGISLATIVE AUTHORITY
- FISCAL YEAR 1973 -

OE Bureau and Legislative Authority	Type of Career Education Activity: Comprehensive CE	CE Support	OE Bureau and Legislative Authority Totals
OCCUPATIONAL AND ADULT EDUCATION:			
VEA Part C (discretionary)	44/$ 7,255,671	10/$ 1,248,145	54/$ 8,503,776
VEA Part C (State Grant)*	------	108/ 1,800,000	108/ 1,800,000
VEA Part D (discretionary)	61/ 8,377,724	1/ 50,000	62/ 8,427,724
VEA Part D (State Grant)*	18/ 400,000	345/ 7,600,000	364/ 8,000,000
VEA Part I	1/ 262,985	25/ 3,286,295	26/ 3,549,280
MDTA	1/ 399,439	------	1/ 399,439
EPDA Part D	------	3/ 175,560	3/ 175,560
EPDA Part F (Sec. 553,554)	1/ 10,538	30/ 642,916	31/ 653,454
EPDA (Sec. 504 (a))	------	1/ 20,000	1/ 20,000
Subtotal:	126/$16,706,317	523/$14,822,916	650/$31,529,233
POSTSECONDARY EDUCATION:			
HEA, Title III	------	30/$ 4,756,500	30/$ 4,756,500
HEA, Title IV-D	------	127/ 3,699,000	127/ 3,699,000
EPDA Part F	------	3/ 53,000	3/ 53,000
Subtotal:	------	160/$ 8,508,500	160/$ 8,508,500
SCHOOL SYSTEMS:			
ESEA Title III (Sec. 306)	3/$ 521,300	1/$ 49,995	4/$ 571,295
ESEA Title III (State)**	9/ 447,000	2/ 136,000	11/ 583,000
EHA Part D**	60/ 1,000,000	60/ 1,000,000	120/ 2,000,000
EHA Part F	------	1/ 50,000	1/ 50,000
Subtotal:	72/$ 1,968,300	64/$ 1,235,995	136/$ 3,204,295
GRAND TOTAL FOR ALL ACTIVITY:	198/$18,674,617	747/$24,567,411	947/$43,242,028

Footnotes: * Figures are estimates based on FY72 activity. FY73 data are not yet available.
** Figures are estimates. States are not required to submit data according to OE Career Education Criteria.

Key: Each data entry contains: # Projects/FY73 $ Expended
VEA: Vocational Education Amendments of 1968
MDTA: Manpower Development and Training Act
EPDA: Education Professions Development Act
HEA: Higher Education Act
ESEA: Elementary and Secondary Education Act
EHA: Education of the Handicapped Act

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Question: *What kinds of career education activities are these funds supporting?*

Answer: The Comprehensive and Support categories described above indicate the general types of career education efforts undertaken by OE. Specific descriptions of the major programs listed in Table I are included in the next section of this report. Most OE career education efforts are aimed at assisting States, local school systems, and colleges and universities in designing and/or operating career education programs, training staff, developing curricula, or otherwise implementing career education for their students. A small number of research activities are also supported. Figure 1 displays these general types of efforts. It should be kept in mind that, due to forward-funding, most of these activities are taking place during the 1973-74 school year.

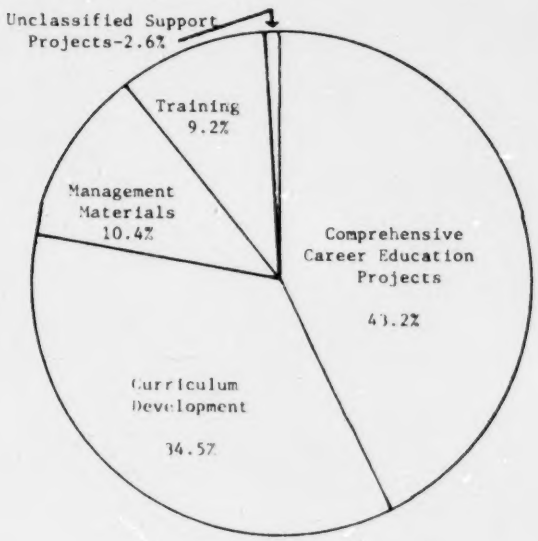

FIGURE 1

PER CENT OF FY 1973 CAREER EDUCATION FUNDS SPENT IN DIFFERENT AREAS OF EFFORT

Question: *What grade levels are the Comprehensive Career Education projects serving?*

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Answer: Most OE Comprehensive Career Education projects serve students in grades K-12 although there are a number of activities which articulate the 13th and 14th years with K-12 programs (see Figure 2). There has been little if any OE support for comprehensive career education at other levels, such as prekindergarten, postsecondary, university or adult and continuing education.

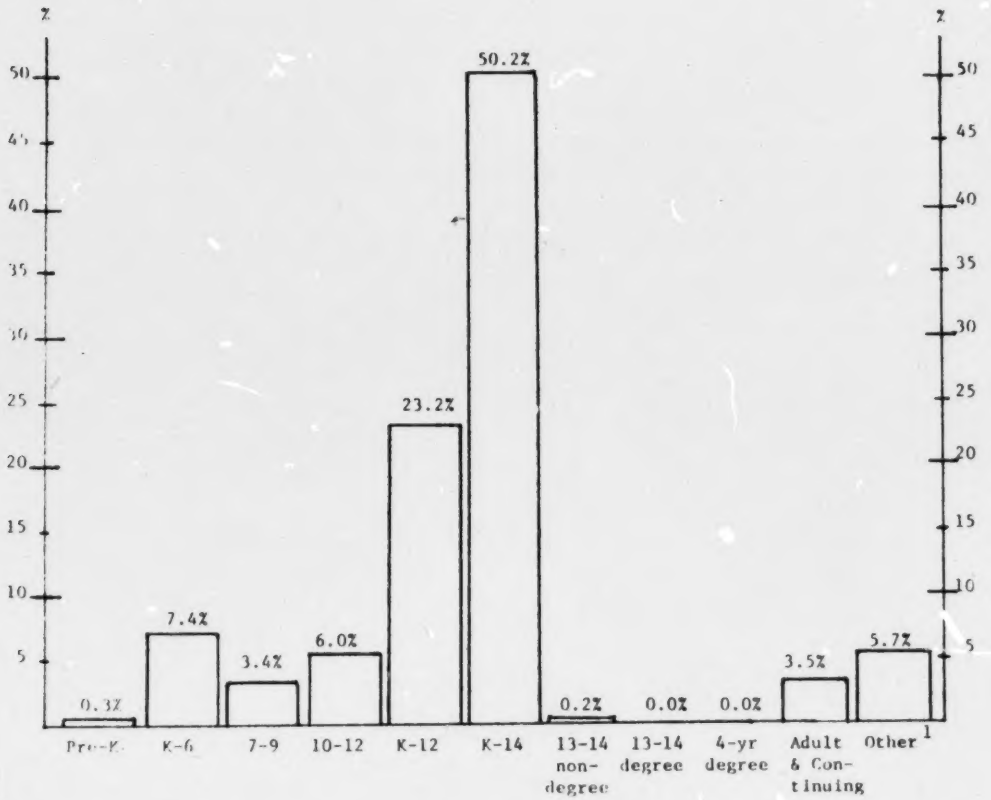

FIGURE 2

PER CENT OF FY 1973 COMPREHENSIVE CAREER EDUCATION FUNDS SERVING VARIOUS GRADE LEVELS

Footnote: 1. Mostly activity in various grades of the K-12 range.

Question: *What grade levels are Career Education Support System projects serving?*

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Answer: Significant Career Education Support activities are being conducted at all levels but pre-K, adult, and continuing education (see Figure 3). Considering the "Other" category, most of which serves various levels in the K-12 range, 48.4 percent of the activity is in grades K-12. Considerable activity is also taking place, however, in 2-year postsecondary institutions and 4-year colleges and universities (44.1 percent of the funds).

While the K-12 activity includes much more support for staff training, the activity in higher education is mostly in curriculum and management material development. This is in line with the more advanced conceptual and comprehensive career education development in the K-12 range as revealed in Figure 2.

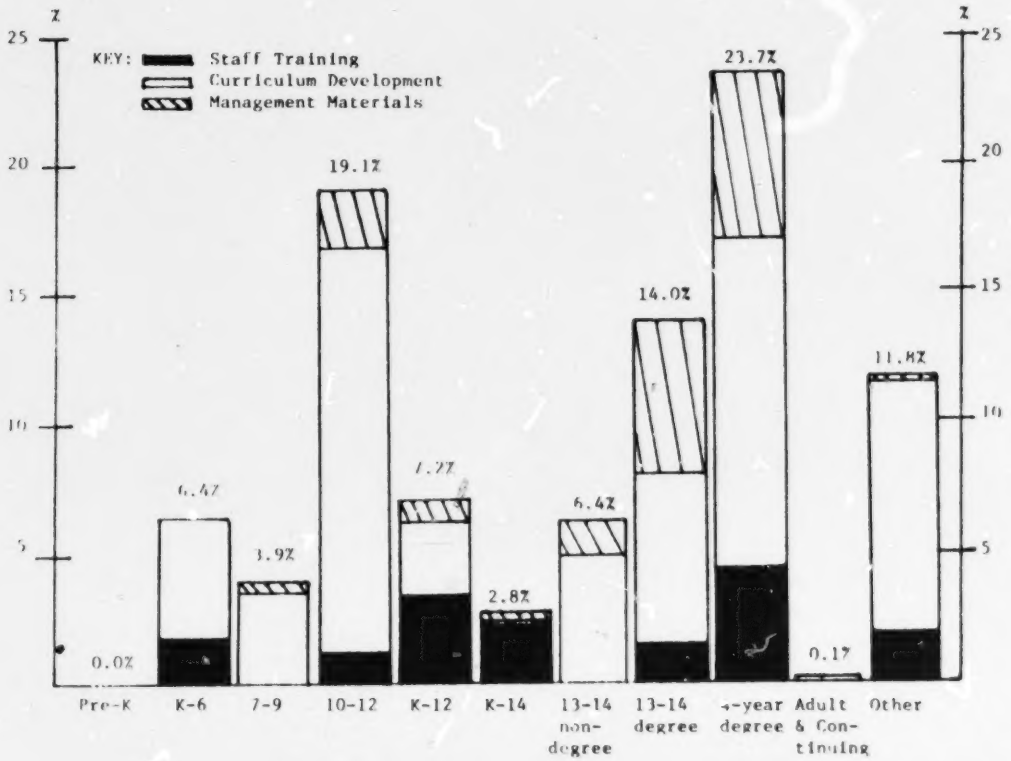

FIGURE 3

FY 1973 CAREER EDUCATION SUPPORT SYSTEM FUNDS: PER CENT BY GRADE LEVELS BEING SERVED AND TYPE OF SUPPORT BEING GIVEN[1]

Footnote: 1. Total of all per centages adds to 95.4% as 4.6% of funds could not be classified based on available data.

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Question: *Is OE serving the career education needs of special target groups?*

Answer: Yes. While all career education projects are designed to serve students of diverse backgrounds and abilities, some activities funded in FY 1973 are aimed specifically at groups with special needs. Nearly 17 percent of all career education funds spent in FY 1973 fall in this category. Career Education projects currently in operation are serving the special needs of Black, Indian and Spanish-speaking students, primarily under the Vocational Education Amendments of 1968 (Parts D, I), the Manpower Development and Training Act, the Education Professions Development Act (Part F), and the Higher Education Act (Titles III, IV). The career education needs of handicapped students are being served under the Education of the Handicapped Act (Parts B, F) and the Elementary and Secondary Education Act (Title III). Career education for women and for the gifted and talented are also areas of concern for OE. Nevertheless, OE recognizes that considerable work still remains to be done to fully meet the goals of career education for these and many other groups such as migrants and inmates of correctional institutions.

Question: *Are there any other OE programs which career education practitioners should know about?*

Answer: In addition to the programs described thus far, OE is supporting activity in over 25 other programs which could possibly be of interest to career education practitioners. For example, Parts B, C, F, G, H and Section 102(b) of the Vocational Education Amendments of 1968, The Drop-out Prevention and Adult Education programs and the Cooperative Education program support activities which might help practitioners strengthen components of their own career education programs. Interested persons are urged to write appropriate program personnel, as indicated in the Locator Guide in Part Three of this report.

Question: *All of the above answers describe activities funded in FY 1973. What can you tell us about OE plans to support career education in FY 1974?*

Answer: As of the writing of this report, the level of FY 1974 funding for career education is uncertain. Nevertheless, some general comments can be made. Although the Congress did not approve a spearate career education line item for career education installation during FY 1974, the Commissioner

has stated that the Division of Career Education Programs will be provided limited salaries and expense funds to begin a conceptual effort.

In addition to supporting activities such as papers and national conferences, the Division will provide some developmental assistance to the field by issuing updated information in key career education areas such as teacher training and evaluation. Other OE programs will continue to support the career education concept in ways and at levels roughly similar to those for FY 1973. Two points must be kept in mind, however. First, support for career education under any legislative authority can only be provided to the extent consistent with the intent of the legislation. Thus the programs listed above which support career education are limited. Second, beginning with FY 1974, Parts C and I of the Vocational Education Amendments of 1968 will focus their activity predominantly on vocational education per se, rather than on general career education as they have done in FY 1973.

For those wishing more detail on FY 1974 plans, the next section of this report presents individual program summaries of key OE programs contributing to career education development and tentative plans for FY 1974.

The following pages present information on specific programs and their present and projected FY 1974 contributions to the development of career education. Program summaries have been prepared for those programs which have been most heavily involved in supporting the development of career education. While the summaries concentrate on how the programs have supported career education, it must be remembered that all of these programs have other objectives and that their career education activities are often not of the highest priority within the program.

In addition to the program summaries, a locator list has been included to give basic information about other programs less directly related to career education but which may be of interest. Information on these programs may be obtained by writing the contact person listed. Finally, a chart representing the new organizational structure of the Office of Education has been included for your use.

Persons with questions about the OE career education effort are encouraged to write the person listed in the following pages or the Division of Career Education Programs, Office of Career Education.

* * *

Vocational Education Amendments of 1968, Part C
RESEARCH AND TRAINING IN VOCATIONAL EDUCATION

Objectives and Strategies: Half of the appropriated funds are reserved for use by the States to support the State Research Coordination Unit (RCU) and for grants and contracts within the State for: (1) Research and training programs; (2) experimental programs to meet the special vocational needs of youths; and (3) dissemination of information on vocational education research and demonstrations. The remaining 50 percent, alloted to the 56 States and outlying areas, must be used at the discretion of the Commissioner of Education to support innovative research and training activities.

FY 1973 Career Education Activities: The State share is being used for a variety of activities that are either directly career education in focus or aimed at improving vocational education. Discretionary funds are being used to support comprehensive career education projects. Each of these projects has an emphasis on guidance and counseling and on one or more of the following: (1) Career awareness at the elementary school level; (2) career orientation and exploration at the middle school level; (3) job preparation in grades 10-14; and/or (4) placement of exiting students.

Future Career Education Activities: Since each State differs in the manner in which it supports career education, the RCU Director should be consulted regarding priorities and dates for FY 1974 funding utilizing the States share of Part C funds. The deadline for receipt of proposals under the discretionary portion of Part C was January 1974. This part of the program will seek to improve and expand existing vocational education programs in FY 1974 by focusing on five major areas: (1) Comprehensive systems of counseling, guidance, placement, and student follow-up services; (2) disadvantaged, minorities, and handicapped; (3) alternative work experiences; (4) manpower information systems, and (5) curriculum studies.

Resources: The names of the State RCU directors and a sampling of State-supported activities and projects can be found in the "Semi-Annual Report on State Research Coordinating Unit Activities for the Period 1/1/72 to 6/30/72, " available in the ERIC System under No. ED-076-781. Curriculum material developed under Part C is fed into the ERIC system. Additional information can be obtained from publications such as Abstracts of Research Materials in Vocational and Technical Education (ARM) and Abstracts of Instructional Materials in Vocational and Technical Education (AIM) that are available from the Center for Vocational and Technical Education at Ohio State University.

For Further Information Contact:

Dr. Glen Boerrigter
Chief, Research Branch, Division
of Research and Demonstration
Bureau of Occupational and Adult
Education
Office of Education, U.S. DHEW
Washington, D.C. 20202

* * *

Vocational Education Amendments of 1968, Part D
EXEMPLARY PROGRAMS AND PROJECTS

Objectives and Strategies: The purposes of exemplary programs and projects are to: (1) Create bridges between schools and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation; (2) promote cooperation between public education and manpower agencies; and (3) broaden occupational aspirations and opportunities for youths. Fifty percent of the funds go directly to the States (State grant portion) which then award grants or contracts. The remaining 50 percent of the funds are awarded, proportionately among States, by the Office of Education (discretionary portion) to States, local school systems or other institutions or organizations following submission of proposals based on national priorities and criteria.

FY 1973 Career Education Activities: State grant funds are being used for a variety of activities such as career information systems, career cluster programs, comprehensive career education programs, inservice training, and improving existing occupational preparation programs. The discretionary portion of FY 1973 funds was used to award grants to States, local school systems, and other institutions for 3-year comprehensive career education projects beginning July 1, 1973. Each project has a strong guidance and counseling emphasis and contains components aimed at career awareness at the elementary level, career orientation and exploration at the middle school level, job preparation in grades 10-14, and placement for all exiting students.

Future Career Education Activities: The State grants and discretionary portions of Part D will continue to support career education in FY 1974. Interested persons should contact the Research Coordination Unit Director in each State to determine priorities and funding dates and procedures. The discretionary funds in FY 1974 will be used to continue the 3-year projects begun with FY 1973 funds.

Resources: Abstracts of the discretionary projects funded in FY 1973 will be available in the spring of 1974. Abstracts of projects funded prior to FY 1973 are available through ERIC (ED-060-189). These abstracts afford an excellent idea of the types of career education efforts completed under this "first round" of discretionary projects.

Information on projects supported under the State grant portion in FY 1970, 1971, and 1972 can be obtained from a report entitled "State-Administered Exemplary Projects in Vocational Education." This report is available in the ERIC System.

For Further Information Contact:
Dr. Sidney C. High, Jr.
Chief, Demonstration Branch
Bureau of Occupational and Adult Education, Office of Education, U.S. DHEW
Washington, D.C. 20202

* * *

Vocational Education Amendments of 1968, Part I
CURRICULUM DEVELOPMENT PROGRAM

Objectives and Strategies: The major goal of the Curriculum Development Program is the development of high-quality, transportable curriculum in vocational technical education. A closely related goal is to assure the proper use and management of such curricula by educational personnel. These goals are accomplished through the award of grants and contracts for the development, dissemination, and evaluation of curriculum as well as for the training of curriculum specialists and the coordination of State efforts in curriculum improvement.

FY 1973 Career Education Activities: Since vocational technical education is viewed as a major component of career education, all Part I activities seek to advance career education. Major efforts are underway to develop curriculum for the 15 occupational clusters; work in 9 of these has already begun. In addition, the program is supporting development of general K-6 career education curriculum through contracts with the American Institute for Research (AIR) and Eastern Illinois University. A series of preschool films entitled "The Kingdom of Could

Be You" has been developed by Sutherland Learning Associates and portrays the occupational clusters for young children. A curriculum guide for career education for the gifted and talented is due out shortly, and a booklet on career education in correctional institutions has recently been released.

Future Career Education Activities: In FY 1974, requests for Proposals (RFPs) will be published to begin cluster development in additional areas as well as to undertake development of career awareness curricula for selected minority groups.

Resources: The majority of products developed under Part I are in the public domain, although some are picked up by commercial publishers and are copyrighted for a limited period through arrangements with the OE Copyrights Office. Some products are available from the contractor. Persons desiring to examine curricula should contact the appropriate one of seven curriculum management centers throughout the United States recently established as parts of the National Network for Curriculum Coordination in Vocational Technical Education. Centers are located in California, Illinois, Kentucky, Mississippi, New Jersey, Oklahoma, and Washington.

For Further Information Contact:

Dr. Elizabeth Simpson
Chief, Curriculum Development Branch
Bureau of Occupational and Adult Education
Office of Education, U.S. DHEW
Washington, D.C. 20202

* * *

(Sections 553, 554) Education Professions Development Act, Part F
VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT

Objectives and Strategies: The purpose of Section 553 is to train and retrain experienced vocational education personnel in order to strengthen vocational education programs. This objective is accomplished through the award to States of grants which they use for cooperative arrangements for: (1) Exchanges of vocational education personnel with skilled technicians and supervisors in industry; (2) inservice training programs; and (3) short-term or regular session institutes to improve the qualifications of persons entering and reentering vocational education. The purpose of Section 554, the funds for which are administered as are those for Section 553, is to familiarize teachers with new curricular materials in vocational education.

FY 1973 Career Education Activities: Activities underway which are specifically career education in design and operation include workshops to familiarize staff with the concept of career education and career

education instructional materials and training sessions for teachers, counselors, school administrators, and State agency personnel.

Future Career Education Activities: Since each State determines its own priorities for using Part F funds, it is difficult to forecast the level and types of support for career education in FY 1974. State Directors of Vocational Education have information about application dates and funding priorities.

For Further Information Contact:

Within each State for questions on activities and funding:

State Director of Vocational Education

For Information on National OE Policy:

Dr. Duane Nielsen
Division of Educational Systems Development
Bureau of Occupational and Adult Education
Office of Education, U.S. DHEW
Washington, D.C. 20202

* * *

Higher Education Act of 1965, Title III
DEVELOPING INSTITUTIONS PROGRAM

Objectives and Strategies: The goal of this program is to assist in raising the academic quality of colleges which have the desire and potential to make a substantial contribution to the higher education resources of the Nation but which for financial and other reasons are struggling for survival. Awards are made to 2 and 4-year colleges: (1) To support cooperative agreements aimed at strengthening the academic programs and administration of developing institutions; (2) to provide fellowships to encourage highly qualified persons to teach at developing institutions; and (3) to encourage retired professors to teach and conduct research at developing institutions. The Title III effort is divided into two components, the Basic and Advanced Institutional Development Programs. An additional goal of the latter component is to assist advanced developing institutions to make the transition to secure status through one comprehensive Federal grant.

FY 1973 Career Education Activities: Since the first awards for the Advanced Program were not made until fall of 1973, activities are only now beginning in those institutions. Project initiatives in the Basic Program include staff training, curriculum development, and the development of other materials supporting career education as well as such activities as released time to allow faculty to develop new career programs, the employment of career counselors and placement personnel, and the hiring of career specialists in various fields.

Future Career Education Activities: Continuing support for career education is anticipated in FY 1974. Proposals are no longer being received for FY 1974.

Resources: The following materials are available upon request: (1) Instructions and application forms for FY 1974 for the Basic Institutional Development Program; (2) Draft Regulations for Subpart D, Title III; (3) Advanced Institutional Development Program information Booklet; and (4) instructions and application forms for FY 1974 for the Advanced Program.

For Further Information Contact:

Basic Program

Miss Audrey Dickerson
Chief, Basic Institutional Development Branch
Bureau of Postsecondary Education
Office of Education, U.S. DHEW
Washington, D.C. 20202

Advanced Program

Mrs. Anita Allen
Chief, Advanced Institutional Development Branch
Bureau of Postsecondary Education
Office of Education, U.S. DHEW
Washington, D.C. 20202

* * *

Higher Education Act of 1965, Title IV Part D
COOPERATIVE EDUCATION PROGRAM

Objectives and Strategies: The goal of the Cooperative Education Program is to enable students in institutions of higher education to alternate periods of academic study with periods of off-campus employment thus allowing these students to earn funds necessary to support and complete their education as well as to gain off-campus experiences closely integrated with their total education and academic and/or career goals. Grants and contracts are awarded to 2-year and 4-year institutions for the planning, initiating, strengthening, and expansion of cooperative education programs as well as for training for personnel involved in the administration of these programs. Grants and contracts are also awarded to support research concerned with improving, developing, or promoting the use of cooperative education in institutions of higher education.

FY 1973 Career Education Activities: All cooperative education projects support the career education concept through the provision of career awareness and exploration activities. These projects also encourage changes in institutions of higher education to make them more responsive to the career needs of students. Particular emphasis is given to the career needs of students from low-income backgrounds, handicapped students, veterans and women.

Future Career Education Activities: Career education will continue to be a major focus. New proposals are accepted each year and are

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solicited through a series of workshops, professional meetings, and periodicals. Proposals for FY 1974 funding have already been submitted (deadline of December 1, 1973).

Resources: Materials available include a program summary, instructions for submitting proposals, and a list of grantees for the FY 1973 year.

For Further Information Contact:

Dr. Sinclair Jetter
Program Manager
Cooperative Education Program
Division of Institutional Support
Bureau of Postsecondary Education
Office of Education, U.S. DHEW
Washington, D.C. 20202

* * *

Education of the Handicapped Act, Part B
AID TO STATES PROGRAM

Objectives and Strategies: The purpose of this program is to assist States in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary school, and secondary school levels. Each State develops a plan for Part B based on its priorities. Proportional allocations are made to States which then accept project applications from local education agencies and schools. States may also operate projects.

FY 1973 Career Education Activities: While no specific career education requirements exist, many State-funded projects focus on career education for the handicapped. Types of activities funded include: Vocational counseling; training for sheltered workshop placement; job orientation; prevocational training; work-study program; occupational therapy; and job training and placement. Inservice training is also provided for paraprofessional and professional personnel.

Future Career Education Activities: It is anticipated that activities in career education in FY 1974 will closely parallel the types of activities conducted with FY 1973 support. Persons interested in applying for funds in FY 1974 should contact the State Department of Education.

Resources: Three publications are available: (1) "Selected Career Education Programs for the Handicapped"; (2) "Four Programs for Educational Services to Handicapped Children"; and (3) an administrative manual for those wishing information on how to participate in the program.

For Further Information Contact:

Dr. Paul Thompson
Policy and Procedures Officer
Aid to States Branch
Bureau of Programs for Handicapped
Office of Education, U.S. DHEW
Washington, D.C. 20202

LOCATOR GUIDE

This locator guide is divided into two sections. The first contains information on those programs which fall in the Comprehensive and Support career education categories (see page 4). Since some of these programs fund activities in both categories, the type of activity funded is indicated. The second section of the guide contains information on a variety of other programs which career educators may find of interest in designing their own activities. While these programs are not supporting career education projects at present, career education practitioners may find these resources useful in the future.

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LEGISLATION	PROGRAM TITLE	ACTIVITIES RELATED TO CAREER EDUCATION	FOR FURTHER INFORMATION CONTACT
Programs Funding Comprehensive Career Education and Career Education Support Projects*			
Education of the Handicapped Act of 1970, P.L. 91-230			
Part B	Aid to States Program	Provides direct assistance to States for counseling and a variety of Training Placement Programs for the Handicapped. Inservice training for paraprofessional and professional personnel.C;S	Mr. R. Paul Thompson Aid to States Branch Bureau of Programs for the Handicapped Office of Education, U.S. DHEW
Part F	Media Services and Captioned Films	Promotes procedures and distributes educational films and other media for use with handicapped or persons involved in the training or employment of the handicapped.	Mr. Ernest H. Hairston Media Services and Captioned Films Branch Bureau of Programs for the Handicapped Office of Education, U.S. DHEW Washington, D.C. 20202

* A "C" under the activities column indicates that the program funds Comprehensive Career Education Projects. An "S" indicates that it funds Career Education Support Projects

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LEGISLATION	PROGRAM TITLE	ACTIVITIES RELATED TO CAREER EDUCATION	FOR FURTHER INFORMATION CONTACT
		Provides for research in the use of educational training films. S	
Education Professions Development Act of 1967, P.L. 90-35			
Part A Section 504(a)	Attracting Qualified Persons to the Field of Education	Encouragement of talented youth, and persons qualified in other professions or vocations to undertake teaching or related assignments for a limited time. S	Miss Grace L. Watson Division of Educational Systems Development Office of Education, U.S. DHEW Washington, D.C. 20202
Part D	Improving Training Opportunities for Personnel Serving in Programs of Education other than Higher Education	Provides for advanced training and retraining for teachers in preschool, K-12, and separate vocational education programs or to supervise or train persons so serving. S	Dr. Thomas Carter Director, Division of Educational Systems Development Office of Education, US DHEW Washington, D.C.
Part E	Training Programs for Higher Education Personnel	Provides assistance to institutions for costs incurred thru preservice and in-service training or study for personnel serving or preparing to serve as teachers, administrators or specialists in an institution of higher education. Establishes or maintains fellowships not otherwise covered in the NDEA legislation. Provides for seminars, symposia and conferences conducted by the institution. S	Dr. Louis Venuto Program Manager EPDA, Part E Bureau of Post Secondary Education Office of Education, U.S. DHEW Washington, D.C. 20202

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LEGISLATION	PROGRAM TITLE	ACTIVITIES RELATED TO CAREER EDUCATION	FOR FURTHER INFORMATION CONTACT
Part F (Section 553,554)	Training and Development Programs for Vocational Education Personnel	Training or retraining of vocational education personnel and to familiarize teachers with new curriculum materials. C;S	Dr. Duane Nielsen Division of Educational Systems Development Office of Education, U.S. DHEW Washington, D.C. 20202
Elementary and Secondary Education Act of 1965, P.L. 89-10			
TITLE III	Supplementary Educational Centers and Services	Supports a small number of career education services for the handicapped. C;S	Miss Sandra Brotman Title III Liaison State Plan Officer Bureau of Programs for the Handicapped Office of Education, U.S. DHEW Washington, D.C. 20202
TITLE III (Section 306)	Supplementary Educational Centers and Services Special Programs and Projects	Supports a small number of career education projects in local school systems. C;S	Dr. Jean Narayanan Title III (Section 306) Coordinator Bureau of School Systems Office of Education, U.S. DHEW Washington, D.C. 20202
Higher Education Act of 1965, P.L. 89-329, as amended			
TITLE III	Developing Institutions Program A. Basic B. Advanced	Provides staff training, curriculum development, and administrative support for developing two and four year institutions. S	Basic Miss Audrey Dickerson Chief, Basic Institutional Dev. Branch Bureau of Post Secondary Education Office of Education, U.S. DHEW Washington, D.C. 20202

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LEGISLATION	PROGRAM TITLE	ACTIVITIES RELATED TO CAREER EDUCATION	FOR FURTHER INFORMATION CONTACT
TITLE III (Continued)			Advanced Mrs. Anita Allen Chief, Advanced Institutional Development Branch Bureau of Post Secondary Education Office of Education, U.S. DHEW Washington, D.C. 20202
TITLE IV PART D	Cooperative Education Program	Provides students in institutions of higher education with career education and exploration opportunities thru alternating periods of academic study and off-campus employment. S	Mr. Sinclair Jetter Division of Institutional Support Bureau of Post Secondary Education Office of Education, U.S. DHEW Washington, D.C. 20202
Manpower Development Training Act of 1962, as amended, P.L. 87-415	National Programs and Services	Projects support career education thru manpower development activities. At this time, however, only one project is designated as a total pre-vocational career education career education effort for parents and children in urban communities. C	Dr. Howard Matthews Director, Division of Manpower Development and Training Office of Education, U.S. DHEW Washington, D.C. 20202
Vocational Education Act of 1965, as amended 1968, P.L. 90-576			
PART C	Research and Training in Vocational Education	Supports research and development programs judged to be of national significance in grades K thru adult. C;S	Dr. Glen Boerrigter Chief, Research Branch Division of Research and Demonstration Office of Education, U.S. DHEW Washington, D.C. 20202

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LEGISLATION	PROGRAM TITLE	ACTIVITIES RELATED TO CAREER EDUCATION	FOR FURTHER INFORMATION CONTACT
PART D	Exemplary Programs and Projects	Supports the development and demonstration of Career Education in K-14, and dissemination thru information systems C;S	Dr. Sidney High Chief, Demonstration Branch Division of Research and Demonstration Office of Education, U.S. DHEW Washington, D.C. 20202
PART I	Curriculum Development in Vocational and Technical Education	Supports the development of transportable curricula within the framework of the OE Clusters. C;S	Dr. Elizabeth Simpson Chief, Curriculum Development Branch Office of Education, U.S. DHEW Washington, D.C. 20202
Programs Funding Other Projects of Interest to Career Education Practitioners			
Adult Education Act of 1966, as amended, P.L. 91-230.			
Section 309	Special Experimental Demonstration Project and Teacher Training in Adult Education	Supports career orientation, exploration and specialization for educationally disadvantaged adults. Demonstration Projects may be administered by States, local or private educational agencies or businesses, industry or any combination of the above.	Mr. Paul V. Delker Director, Division of Adult Education Office of Education, U.S. DHEW Washington, D.C. 20202
Education of the Handicapped Act of 1970, P.L. 91-230			
PART E	Research in the Education of the Handicapped	Among other activities, supports research activity in career education and vocational education for the handicapped.	Dr. Max Mueller Acting Director Division of Research Bureau of Programs for the Handicapped Office of Education, U.S. DHEW Washington, D.C. 20202

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LEGISLATION	PROGRAM TITLE	ACTIVITIES RELATED TO CAREER EDUCATION	FOR FURTHER INFORMATION CONTACT
Education Professions Development Act of 1967, P.L. 90-35			
PART F (Section 552)	Leadership Development Awards	Provides fellowships for graduate study in vocational education to improve the vocational education leadership of the Nation.	Dr. Duane Nielsen Division of Educational Systems Development Office of Education, U.S. DHEW Washington, D.C. 20202
Elementary and Secondary Education Act of 1965, P.L. 89-10			
TITLE VIII	Dropout Prevention Program	Supports comprehensive dropout prevention programs which include a variety of career activity and components such as work-study, curriculum development related to clusters.	Dr. Samuel Kavruck Division of Educational Systems Development Office of Education, U.S. DHEW Washington, D.C. 20202
Vocational Education Act of 1963, as amended 1968, P.L. 90-576			
PART B	State Vocational Education Programs	State Formula Grants. Supports on-going vocational-technical programs, 9 thru adult, including teacher training.	Mrs. Orienna Syphax Division of Vocational and Technical Education Office of Education, U.S. DHEW Washington, D.C. 20202
PART F	Consumer and Homemaking Education	State Formula Grant. Supports on-going efforts within States to improve consumer and homemaking education.	Miss Bertha King Consumer and Homemaking Division of Vocational and Technical Education Office of Education, U.S. DHEW Washington, D.C. 20202

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LEGISLATION	PROGRAM TITLE	ACTIVITIES RELATED TO CAREER EDUCATION	FOR FURTHER INFORMATION CONTACT
PART G	Cooperative Vocational Education Programs	State Formula Grant. Supports on-going efforts within States to improve and expand cooperative work-study programs.	Mrs. Marion Craft Cooperative Education and Work-Study Programs Division of Vocational and Technical Education Office of Education, U.S. DHEW Washington, D.C. 20202
PART H	Work Study Programs for Vocational Educational Students	State Formula Grant. Supports on-going efforts.	Mrs. Marion Craft (See above address)
Section 102(b)	Special Set-aside for Disadvantaged	Provides for Vocational Education programs for persons having academic or socio-economic handicaps which prevent them from succeeding in a regular vocational education program.	Miss Barbara Kemp Disadvantaged Programs Division of Vocational and Technical Education Office of Education, U.S. DHEW Washington, D.C. 20202
----------	Education of the Gifted and Talented	Supports activities aimed at meeting the career education needs of the gifted and talented.	Dr. Harold C. Lyon, Jr. Director, Office of the Gifted and Talented Office of Education, U.S. DHEW Washington, D.C. 20202

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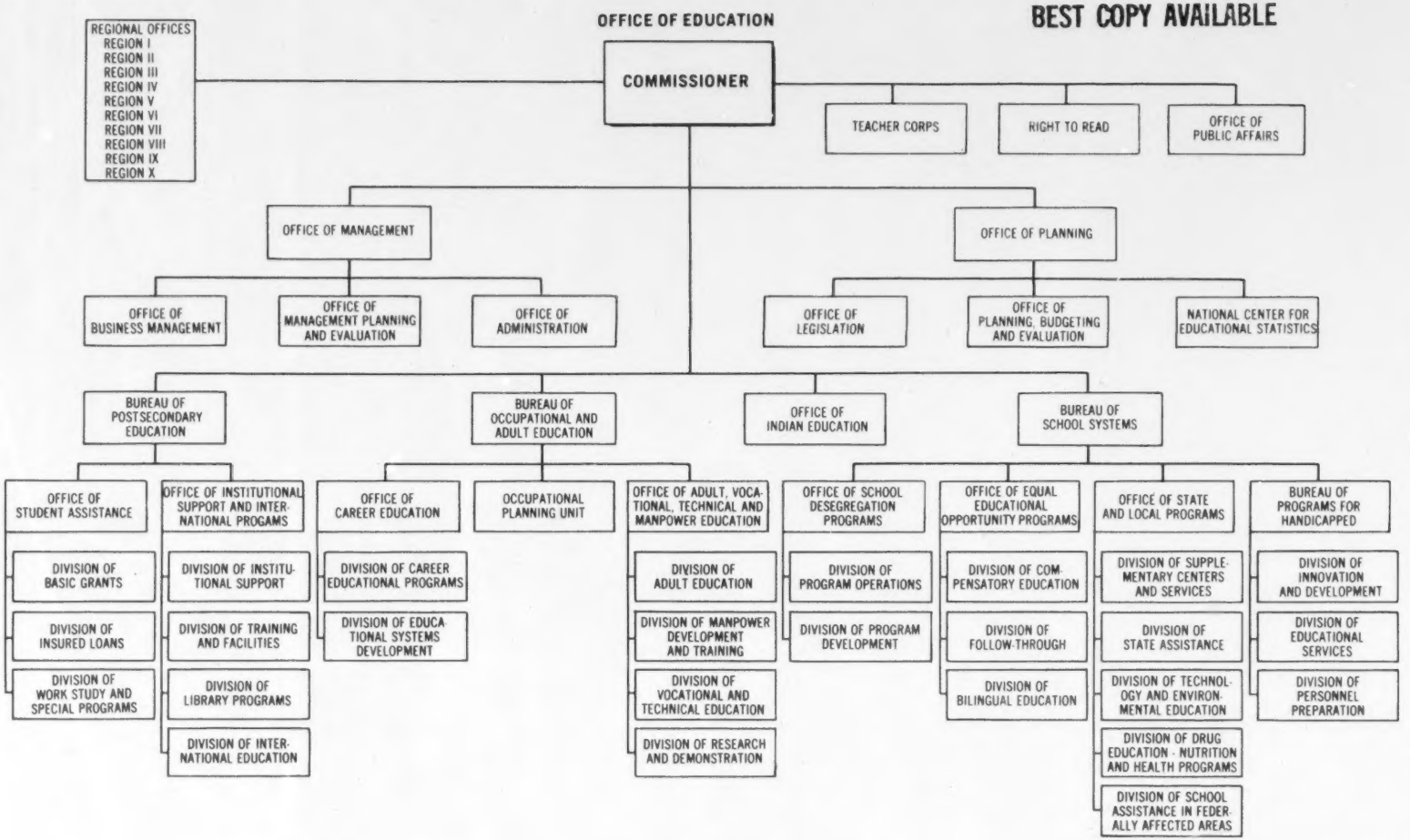
OFFICE OF EDUCATION
COMMISSIONER
REGIONAL OFFICES
REGION I
REGION II
REGION III
REGION IV
REGION V
REGION VI
REGION VII
REGION VIII
REGION IX
REGION X
TEACHER CORPS
RIGHT TO READ
OFFICE OF PUBLIC AFFAIRS
OFFICE OF MANAGEMENT
OFFICE OF PLANNING
OFFICE OF BUSINESS MANAGEMENT
OFFICE OF MANAGEMENT PLANNING AND EVALUATION
OFFICE OF ADMINISTRATION
OFFICE OF LEGISLATION
OFFICE OF PLANNING, BUDGETING AND EVALUATION
NATIONAL CENTER FOR EDUCATIONAL STATISTICS
BUREAU OF POSTSECONDARY EDUCATION
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION
OFFICE OF INDIAN EDUCATION
BUREAU OF SCHOOL SYSTEMS
OFFICE OF STUDENT ASSISTANCE
DIVISION OF BASIC GRANTS
DIVISION OF INSURED LOANS
DIVISION OF WORK STUDY AND SPECIAL PROGRAMS
OFFICE OF INSTITUTIONAL SUPPORT AND INTERNATIONAL PROGAMS
DIVISION OF INSTITUTIONAL SUPPORT
DIVISION OF TRAINING AND FACILITIES
DIVISION OF LIBRARY PROGRAMS
DIVISION OF INTERNATIONAL EDUCATION
OFFICE OF CAREER EDUCATION
DIVISION OF CAREER EDUCATIONAL PROGRAMS
DIVISION OF EDUCATIONAL SYSTEMS DEVELOPMENT
OCCUPATIONAL PLANNING UNIT
OFFICE OF ADULT, VOCATIONAL, TECHNICAL AND MANPOWER EDUCATION
DIVISION OF ADULT EDUCATION
DIVISION OF MANPOWER DEVELOPMENT AND TRAINING
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
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BUREAU OF PROGRAMS FOR HANDICAPPED
DIVISION OF INNOVATION AND DEVELOPMENT
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